DOCUMENT RESUME

ED 343 600 IR 053 967

AUTHOR Temme, Dana L.
TITLE A Computer Approach To Teach Study Skills to Third Grade Students and Parents.
PUB DATE Nov 91
NOTE 97p.; M.S. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Achievement; *Computer Assisted Instruction; *Grade 3; Hypermedia; Instructional Effectiveness; *Microcomputers; *Parent Participation; Parent School Relationship; Pretests Posttests; Primary Education; Questionnaires; Study Habits; *Study Skills; Surveys
IDENTIFIERS *HyperCard

ABSTRACT

The problem of a high percentage of third grade students with poor study skills was addressed through a computer program designed to teach these skills. Parent participation was an important component of the program as it has been shown that parental involvement has a positive effect on student achievement and success at school. A motivational study skills program was created using the HyperCard computer software. Students and parents used this computer program to learn homework guidelines, notebook organization, and techniques for studying. Voice interaction, animation, and a variety of graphics were motivational components of the program. A pretest-posttest design was used to show measured growth in the designated skills taught in this study. Results indicated increased levels of achievement for the target group in study skills. It was concluded that this computer program would facilitate orientation of students or teachers new to the school, as well as provide uniformity and consistency if adopted as a school-wide study skills program. Appendices include teacher survey, teacher questionnaire, parent survey, student pretest, parent letter, letter on reading comprehension, and samples of student data. (16 references) (Author/DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED343600

A COMPUTER APPROACH TO TEACH STUDY SKILLS TO THIRD GRADE STUDENTS AND PARENTS

by

Dana L. Temme

A Practicum Report

submitted to the Faculty of the Center for the Advancement of
Nova University in partial fulfillment of the requirements
for the degree of Master of Science.

The abstract of this report may be placed in a
National Database System for reference.

November/1991

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dana L. Temme

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1205396?

BEST COPY AVAILABLE

Abstract-Final Report

A Computer Approach to Teach Study Skills to Third Grade Students and Parents.
Temme, Dana L., 1991: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Study Skills/ Study Habits/ Homework/ Time Management/ Teaching Methods/ Computer Assisted Instruction/ Hypermedia/ Notebook Organization/ Parent Participation/ Elementary Education/ Teaching Styles/

The high percentage of third grade students who had poor study skills was addressed through a computer program designed to teach these skills. Parent participation was an important component of the program as it was shown that parental involvement had a positive affect on student achievement and success at school.

The author created a motivational study skills program using the HyperCard computer program. Students and parents used this computer program to learn homework guidelines, notebook organization, and techniques for studying. Voice interaction, animation, and a variety of graphics were motivational components of the program.

A pretest/posttest design was used to show measured growth in the designated skills which were taught in this study. The results indicated increased levels of achievement for the target group in study skills. It was concluded that this program would facilitate orientation of students or teachers new to the school. It would also provide uniformity and consistency if adopted as a school-wide study skills program. Appendices include teacher survey, teacher questionairre, parent survey, student pretest, parent letter, letter on reading comprehension, and samples of student data.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: Dana L. Iannone

Table of Contents

	Page
Title Page	i
Abstract	ii
Authorship Statement	iii
Observer's Verification	iv
Table of Contents	v
List of Figures	vi
Chapters	
I. Purpose	1
II. Research and Solution Strategy	12
III. Method	24
IV. Results	32
V. Recommendations	41
Reference List	43
Appendices	
Appendix A: (Teacher Survey)	46
Appendix B: (Teacher Questionairre)	49
Appendix C: (Parent Survey)	52
Appendix D: (Student PreTest)	55
Appendix E: (Parent Letter)	60
Appendix F: (Letter on Reading Comprehension)	63
Appendix G: (Student Tests)	65
Attachments	
Samples of Student Assignment Sheets	79
Samples of HyperCard Program on Study Skills	84

List of Figures

Figure 1 38

CHAPTER 1

Purpose

School and Community Setting

In order to gain an understanding of the problem discussed in this work, the author provides the reader with the following description of the setting in which the problem existed. The school district in which the study took place is located in a large metropolitan area in the southwestern part of the United States. The district has been in existence since 1919 and is now the third largest district in the state. Approximately 70,000 residences are serviced in the 98 square mile area of this district. The total student enrollment of 25,361 is comprised of four high schools, four middle schools and 20 elementary schools. The district operates under a $105 million budget employing 1,350 certified staff members and 1,150 classified employees. The superintendent has been recognized as one of the top 100 administrators in the nation and the district has received recognition in numerous educational areas. Seventy percent of the students in this district continue their education at the college level.

The school in this study is a four year old K-six elementary school. It is one of 20 elementary schools in the district with an approximate enrollment of 750 students. The boundaries of the school encompass a four square mile area. Bus service is provided for those students who live beyond a one mile radius from the school. The staff consists of one building principal, two secretaries, three custodians, twelve aids, and 42 certified teachers.

The enrollment of the 750 students is broken down into five kindergarten sections, four first grades, four second grades, four third grades, four fourth grades, three fifth grades, and three sixth grades. This school also contains three classrooms of physically and mentally handicapped students, three resource classrooms for children with learning disabilities, one resource room for honors classes, one Chapter I reading classroom, art and music classrooms, a separate multi-purpose/cafeteria, and two 30 station computer labs.

The socio-economic level of the student population appears to be evenly split between two groups. Approximately one-half of the students come from a middle to low economic status as evidenced by the number of Chapter I students in the school. The other half come

from a middle to high-middle economic level. The majority of students are Caucasian, however, 1 percent are Black and 3 percent are Hispanic students.

The target population in this study is a third grade class with 24 students. Class sizes average 28 to 30 in intermediate classrooms and 24 to 27 in primary classrooms in this school.

The author was part of the original staff to open this building in 1987. Having held a third grade position at this school for four years, the author also has four previous years of teaching experience ranging in grades one through six. The author has developed an avid interest in the use of computers as an educational tool and has taken numerous classes offered through the district and the state department of education.

According to the district's job description, teaching responsibilities include:

- planning for classroom activities which incorporate the district's scope and sequence and a method for evaluating the student's work,
- implementation of lessons,
- classroom management responsibilities,
- maintaining accurate student records,
- maintaining effective communication with parents,

- upholding and enforcing school rules, administrative regulations, and Governing Board policies,
- participating in school related activities,
- maintaining a professional attitude in relations with other persons and programs,
- keeping up to date in areas of specialization,
- supporting the goals and objectives of the district and school, and
- providing individual counseling and guidance to students.

During the 1990-1991 school year, this school took part in an extensive school improvement plan which involved parents, students and staff members. The documented response to this plan, which included surveys and interviews, indicated an active parent involvement in school affairs. Three academic areas targeted for growth in the 1991-1992 school year were:

1. Correlation of actual instruction with the scope and sequence;
2. Develop a comprehensive on-site in-service plan which would include current research on improving instruction, and
3. Investigate new approaches to meet the instructional needs of all students in a heterogeneous setting.

As part of the district's quest for excellence in education, expansion in the area of computer technology is occurring. Ten teachers in each school in the district received Macintosh LC computers in March, 1991. The initial ten computer recipients at

each school are to train the remainder of the teachers at the respective schools. Every teacher in the district will receive a Macintosh LC by the end of the 1992 school year. Because of interest, experience, and the numerous computer classes taken, the author of this study was selected as one of the initial ten building computer trainers.

Problem Statement

In this age of technology and information it's important that students learn how to think, to learn, and to be creative. Educators must teach students how to study and to take responsibility for learning. Students can be taught how to study (Tobin, 1988). Tobin refers to A NATION AT RISK and its recommendation that instruction in effective study and work skills be introduced in the early grades and continued throughout the student's schooling.

In conjunction with the research on this subject, the teachers in the target school have been working on a study skills curriculum for the last two years. However, there were no complete written guidelines defining this program. Consistency and uniformity were

definitely lacking in the existing program. Individual teachers varied in interpretation and execution of the program causing confusion in students when advancing to the next grade level. Teachers then had to reteach skills which were an assumed part of the existing study skills program. An example would be that of heading a paper. Because of variations in interpretation of this component of the existing program, this skill was continually retaught according to the interpretation of the teacher. The existing program was not successfully teaching study skills to elementary students which could carry over from grade to grade. Teachers expressed that students were disorganized, homework assignments were often late or incomplete, and students used a variety of methods to write headings on assignments.

Teachers in the target school agreed that certain criteria are essential for study skills. These include:

- notebook organization
- use of a standard assignment sheet
- use of a standard monthly calendar
- standardized procedures for heading a paper
- homework guidelines
- study guidelines
- test taking guidelines

The results of a survey (Appendix A: 45) on study skills indicated a unanimous agreement by third grade teachers that third grade students are developmentally ready to begin the learning process of the above mentioned study skills criteria. It was also unanimously agreed that third grade students:

- do not know how to properly head a paper as defined by the school's study skills program,
- do not know how to organize a three ring binder according to class schedule sequence,
- do not know how to use the take home and homework folders or where to place these folders in the binder,
- can not explain the use of the monthly calendar,
- do not understand the proper use of an assignment sheet,
- do not follow the homework guidelines as defined by the school's study skills program,
- are not able to effectively study for tests, and
- do not understand how to take a test.

One hundred percent of the teachers interviewed indicated that parental education and support of the program would be a necessary

component in order to meet the study skills criteria. This support would not be possible unless parents had a clear understanding of the actual procedures used in the study skills program. In order to successfully help students, the parents must be able to correctly execute these skills following the school's guidelines. Inclusion of parents was an important component in this study. Parents provided the necessary reinforcement of the targeted skills at home. The author has observed that parent involvement does positively affect student achievement and it does have a positive influence on students. The problem was the lack of study skills which needed to be taught to third grade students and parents.

Teachers expressed that if third grade students are provided with a firm foundation in the specific skills listed, intermediate teachers would find it unnecessary to teach these skills. The intermediate teacher's role, rather, would be that of review and reinforcement, which would free instructional time for academic areas. Students would benefit as there would be no need to adapt to different demands each new year. A consistent study skills program would provide students with known expectations. Having these

expectations clearly defined and uniformly adopted would promote growth of self-confidence and facilitate a more productive use of time.

Outcome Objectives

In designing a HyperCard (Apple, 1991) stack to teach study skills to a select target group of 24 third grade students and parents, the author wanted to accomplish the following objectives:

1. Upon completion of two weeks of training 90 percent of the writer's third grade class would be able to independently progress through the HyperCard (Apple, 1991) stack on study skills. Evidence was teacher observation of actual use by the students, without teacher intervention.
2. After four weeks of implementation of the computer program on study skills 80 percent of the author's third grade class was expected to head a paper at 100 percent mastery level as evidenced by teacher's grading of daily assignments. Headings must include first name/last name,

date, and subject and pages on the left side of the paper next to the margin.

3. After six weeks of implementation of the computer program on study skills 80 percent of the author's third grade class was expected to place the monthly calendar, assignment sheet, and subject pocket dividers in a three ring binder organized according to the guidelines of the school's study skills program. Evidence was teacher examination of student's notebooks with correct placement noted.
4. After six weeks of implementation of the computer program on study skills 80 percent of the writer's third grade class was expected to correctly use the assignment sheet and monthly calendar at a 100 percent mastery level as taught in the program. Evidence was hard copies (one per week from each student) kept by the teacher.
5. After six weeks of implementation 80 percent of the author's third grade class was expected to follow the homework procedures taught in the computer study skills program at an 80 percent mastery level. Evidence was

records kept by the teacher of the number of missing homework assignments.

6. After eight weeks of implementation of the study skills program, 80 percent of the author's third grade class was expected to be able to answer questions on a test using complete sentences. Students were to use the question as part of the answer. Evidence was copies of tests completed by the students demonstrating an 80 percent mastery level of successful completion of this skill.
7. After eight weeks of implementation 80 percent of the parents of the author's third grade class was expected to demonstrate an understanding of study skills expectations as defined by the school's study skills program. Evidence was measured by a post survey form as compared to a pre survey form.

CHAPTER II

Research and Solution Strategies

Due to the ever changing high-technological world, people are becoming more dependent on computers in every facet of life. Almost every commodity involves the use of computer technology at some point in its production and distribution. Computers will become one of the most important tools students will need to function in society, and educators must provide students with opportunities to learn basic computing skills if they are to become productive citizens (Caissy, 1987).

The use of computers in the classroom for instructional purposes has expanded dramatically in recent years. A 1989 nation-wide survey commissioned by International Business Machines of 1,100 pre-K through twelfth grade classroom teachers explored the potential teachers perceived that computers play in the classroom. Eighty-two percent of those surveyed said that using computers had increased the students' motivation for learning. Eighty-six percent believed that the use of computers promotes students' problem

solving abilities and eighty-seven percent believed that the use of computers helps students develop greater self-confidence (Wirthlin Group, Ed., 1989).

Teachers have long recognized that students need different types of instruction at different stages of learning. Malouf and Jamison (1991) site a model of effective instruction adopted by the Maryland Public Schools in Prince George's County which addresses stages of learning. Software is selected to integrate computer assisted instruction into each stage of the model's instructional element. Students are stimulated to understand and master content through use of computer simulations, application programs and problem-solving programs. Motivation is accomplished through the use of carefully selected software (Malouf and Jamison, 1991).

Fagella and Horwitz (1990) refer to Howard Gardner, a Harvard psychologist, who says that all normal individuals are capable of at least seven forms of intellectual accomplishment. Humans possess: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal forms of intelligence. Faggella and Horowitz go on to say that by being

more aware of students' learning styles, teachers can encourage and help students to find a certain niche in learning. Use of the computer as an instructional tool is one way that teachers can consider individual students' learning styles and enhance these special inclinations and abilities.

Study skills can be defined as learned abilities for acquiring knowledge or competence. Study skills are processes for learning. Some of the more common of these skills are: listening, following directions, homework, problem solving, note taking, planning time, test preparation, and test taking (Tobin, 1988).

Study skills are developmental in nature. As students progress through grade levels these skills must be practiced and continually refined as tasks become more difficult. Teachers must initiate study skills in the early grades and continue instruction as long as students are in school. Study skills should be integrated into all areas of the curriculum. By acquiring good study skills, students become independent learners with problem solving abilities (Tobin, 1988).

The competency of students with learning disabilities to understand, make decisions about, and complete assigned tasks

successfully depends, in part, upon the proficiency to organize content, material, and time in a meaningful way (Shields and Heron, 1989). Shields and Heron describe several strategies which can be used to improve the organization and time management skills of students with learning disabilities:

> • ...assignment logs are used as a visual representation of the content to be learned and the time frame within which the task must be completed,...
>
> • ...an uncalendar is a management tool that allows students to see how time is spent on a daily or weekly basis,...
>
> • ...a work station is an area set aside in the classroom or at home designed specifically for academic work,...
>
> • ...assignments can be color coded to denote priority, and...
>
> • ...kitchen timers can be used to help students manage time. (Shields and Heron, 1989: 10)

These strategies, if implemented consistently, will develop student proficiency in organizational skills, thereby helping students to become more effective learners. Although the strategies listed were

implemented with children with learning disabilities, these strategies would prove successful with any child in the development of study skills.

A research study by Foyle and Perne (1990) indicates that the addition of homework to cooperative learning activities increases student achievement. Foyle and Perne recommend that teachers add homework to regular cooperative learning activities in order to promote achievement gains in students.

William Rutherford, associate professor, college of education at the University of Texas in Austin recommends that homework should become part of the school curriculum with specified policies and guidelines. At a time when schools are pressured to improve, homework can be utilized as an effective learning tool (Rutherford, 1988).

Students are expected to study and to do well on tests, yet test taking skills are not taught. The Office of Educational Research and Improvement (1987) says that the ability to do well on tests can help throughout life in various capacities such as obtaining a drivers license or getting a job. Given instruction, all students are capable

of learning test taking techniques. Teachers can maximize every student's opportunity to learn the presented material when instruction in test taking skills becomes an active part of the curriculum. Students acquire skills that will have lifelong applications.

Parent involvement is a very important component of any educational program. According to Sattes (1989) research indicates that while parental involvement in almost any form seems to improve student achievement, such achievement is greater with high levels of meaningful involvement. It appears that parents do not have to be involved in the teaching role, but can serve in a supportive role to encourage learning. Parental encouragement and reinforcement of the child's school accomplishments can affect school performance significantly (Sattes, 1989).

Swick (1988) says that "involved parents" have a positive influence on children.

> "Parental efficacy affects parental involvement in children's education, which in turn affects how well children do in school. It is therefore, important for school personnel, as well as parents, to understand the mechanisms that affect efficacy and involvement." (Swick, 1988: 37)

Swick identifies important variables in parental efficacy and involvement and suggests ways schools and parents can improve feelings of efficacy and therefore increase student achievement.

In 1980, Hewison and Tizard published a study which identified active parental help as a major correlate of reading success. In an attempt to investigate this further, the Haringey Reading Project sought to increase the amount of reading help given to six-eight year-old students by parents. The reading attainment of the project children was significantly higher at the end of the two year period. Hewison (1988) reports on the reading performance of children from the Haringey Project three years after the end of the intervention period. Analysis of data revealed that the beneficial effects on reading performance with active parental involvement were still clearly apparent three years later. Students who had taken part in the parental involvement exercise were, as eleven year-olds, reading better than local controls and scoring favorably with national standards (Hewison, 1988).

To facilitate use by both parents and students an authoring program is necessary to create an individualized program.

HyperCard (Apple, 1991) is an authoring software tool for interacting with information. It can be used to organize information in a variety of forms: text, graphics, sound, animation, and video. HyperCard (Apple, 1991) provides the links through which ideas, words, and pictures can be connected. The user is in control, directing HyperCard (Apple, 1991) in the linking or connecting of information.

Elizabeth Byrom (1990) explains that the basic element of HyperCard (Apple, 1991) is the "card." A group of related cards and the file that contains them is called a "stack." Information is linked between cards by the use of buttons or icons placed on the card. By using a mouse to click on a button or icon, the user is able to move from card to card, play a piece of music, or create animation.

Educators are excited about the possible uses of HyperCard (Apple, 1991). Creating a HyperCard (Apple, 1991) stack requires students to sequence information, relate ideas, and form a hypotheses rather than simply memorize facts. HyperCard (Apple, 1991) forces students to combine facts into a logical, coherent framework. The

students are at the synthesis level of handling information (Anderson -Inman, 1991).

Michael Langthorne (1988) describes numerous functions of HyperCard (Apple, 1991). Unlike any other software available which can act as a basic authoring system, HyperCard (Apple, 1991) can also:

- control a videodisk player,
- make student tutorials or create tests,
- facilitate the use of digitized two or three dimensional visual objects, and
- facilitate the use of digitized audio.

Langthorne says these functions will have a major impact upon educational software development. Interactive videodisk technology is just one reason people will be reading the word HyperCard (Apple, 1991) more and more frequently over the next few years.

Solution Strategy

The author in this study resolved the problem of the acquisition of study skills in third grade students and parents by

designing a computer program to teach these skills in a graphic, innovative, and interesting method. The computer based approach was selected for the following reasons:

1. the district's emphasis on computers,
2. teacher and district acquisition of Macintosh LC computers which are capable of operating a complex program like HyperCard (Apple, 1991),
3. the addition of a second computer lab in each school,
4. a principal who is highly supportive in this area,
5. to meet the goal from the school improvement plan which states that teachers should investigate new approaches to meet the instructional needs of all students in a heterogeneous setting, and
6. to provide students with a motivational method of learning an important part of the curriculum.

The selection of the software to be used was a critical component of the program. The author needed software which could be used to create a program to meet the study skills criteria. The program had to be versatile, easy for students to operate, and motivational. The author selected HyperCard (Apple, 1991) as the

software to present the study skills program for the following reasons:

1. HyperCard (Apple, 1991) is an authoring system which allows the user to tailor a program to meet specific needs,
2. HyperCard (Apple, 1991) can be operated by computer neophytes,
3. HyperCard (Apple, 1991) has color and graphics capabilities and is therefore eye appealing to users,
4. HyperCard (Apple, 1991) allows for animation,
5. HyperCard (Apple, 1991) has voice interactive capabilities thus creating a high interest level in students, and
6. HyperCard (Apple, 1991) allows for future expansion.

As a comparison of study skills programs, the author interviewed three teachers from another elementary school within the district. The comparison school had developed study skills booklets which were dispensed to students at the beginning of each school year. The booklets, which are color coded by grade level, outline the study skills determined necessary for a particular grade level. Teachers discussed the contents of the booklets at the beginning of the year and students were required to keep the booklets in binders for the remainder of the year.

The author then interviewed four students from the comparison school in the 1990-1991 school year. Two students were in fourth grade, and two students were in sixth grade. All four students had trouble remembering the study skills booklets. Two of the students had thrown the booklets away. Three of the four students indicated that instruction or reference to the booklets did not occur during the school year. However, all four students did remember discussing the booklets at the beginning of the year.

By analyzing the results of this study, the practicum author has shown that active participation and hands-on teaching using the computer as a motivational tool, is a more effective method of teaching study skills than booklets which were dispensed to students. The reinforcement component of the computer method produced a more lasting attainment of the desired skills.

CHAPTER III

Method

To carry out the implementation of the project, it was first necessary to elicit the cooperation of the building principal and third grade teachers. Approval was needed from the principal for the use of the new Macintosh LC computer lab twice a week by the target group, and for an early orientation night for third grade parents of the target group. The early orientation night later proved unnecessary as the new computer lab was not completed in time for the beginning of school.

The first week of July the third grade teachers were asked to complete a survey (Appendix A: 46) to determine if this would be a beneficial project to undertake. Unanimous support and words of encouragement were given concerning the program. Teachers felt this would be an effective and motivational teaching aid.

The next step in the process was that of actually creating the study skills program using HyperCard (Apple, 1991) as the authoring tool. The author spent a minimum of four weeks in the

creation of this taylor made program on study skills. The mentor, along with two computer teachers in the school district were used as resources. The author also attended a two day computer workshop which extended knowledge in this area.

After completion of the program, the author trained the third grade teachers in the operation of the program. This inservice took place the first week of school. The effectiveness of the program was measured by a questionaire (Appendix B: 49). Feedback was analyzed and minor changes were made in the program. This cooperative effort was an aid to the writer in making adjustments to the program and in the facilitation of the recommendations of this study.

Two days prior to the beginning of school the author mailed parent surveys (Appendix C: 51) to each parent in the target group. Parents were requested to return the survey via the student. Surveys were returned sporadically the first three weeks of school. Twenty four surveys were mailed and twenty were returned.

On the second day of school, the writer pretested (Appendix D: 55) the target group to determine the level of competency with study skills. Results were recorded and graphed so that areas of weakness

were evident. It was also evident that there was a carry-over of some study skills from previous grades and that some questions were misinterpreted.

Actual computer use did not begin until the third week of school because the new lab was under construction. The author's third grade class was the first class of students to use the new facility. A twice weekly schedule was established for continued use of the lab.

During the first two weeks in the computer lab, students required help in accessing and quitting the program. Students had previous experience only with Apple IIgs computers. Opening folders from a desktop, using a key command to quit a program, and closing windows were all new skills to be learned. However, students were able to easily progress through the program once they were able to access it. The author closely monitored the class to be assured that students could independently operate the program. It was amazing how quickly the students adapted to this new program on the computer.

The twice weekly schedule of using the computer lab was continued for the next six weeks. As students began to tire of the study skills program, the author varied the amount of time spent on this program with that of other computer programs. At times the study skills program was used to answer specific questions. For example: at the end of the month students were requested to follow the monthly calendar path in the notebook organization section of the study skills program. By using the program, students were able to answer the question of what to do with the monthly calendar at the end of the month.

A complete inservice for parents was presented the third week of school during parent orientation. Before the inservice, a letter (Appendix E: 60) was sent to parents as assurance that no prior computer knowledge was necessary for participation in the computer program.. The parent inservice was a complete success. With only five minutes of instruction on how to move and click with a Macintosh mouse, the parents were able to easily progress through the study skills program. Responses and comments about the program were totally positive. Parents truly seemed to appreciate

this avenue of learning which students were experiencing. Parents also commented that they gained a better understanding of our study skills program and would therefore be able to provide more help for students. Several parents requested another "computer night" for continued parental instruction.

The study skills program the author created on HyperCard (Apple, 1991) was organized into three sections. These sections or paths which students followed and continually interacted with were:

- Homework guidelines,
- Notebook organization, and
- Study skills.

The homework guidelines section used interesting graphics and voice capabilities. This section gave guidelines of when to study, where to study, how often to study, supplies needed in the designated study area and the consistency necessary for success in this facet of the study skills program. Students clicked on an arrow to move from one card to the next. The last card in the section returned the student to the three main choices. The entire path could easily be executed a second time for reinforcement, or students could choose

to move on to another path in the program. In the beginning it was recommended that students go in the order of homework, notebook skills, and finally study skills.

The notebook organization section was divided into six paths which students followed:

- assignment sheet,
- take home folder,
- homework folder,
- monthly calendar,
- subject dividers, and
- heading a paper.

Several paths in this section had animation and all had motivational graphics. In the path on heading a paper, students actually typed a heading: first name/last name, date, and subject and pages. The subject dividers section automatically demonstrated the organization of a notebook with folders and paper in the correct placement.

The study skills section gave ideas and techniques to aid the student in studying for tests. Again, motivational graphics and animation were used to keep interest level high.

In summary, the following took place:

Weeks 1-4 The author created the study skills program using HyperCard (Apple, 1991) as the authoring tool. The

author attended a two day computer workshop. The mentor and two computer teachers were used as resources.

Week 5: A computer inservice was held for third grade teachers and a questionairre was administered at that time. Surveys were mailed to parents of the target group. Students took a pretest to determine competency of study skills.

Week 6 Students received classroom instruction on study skills while waiting on the completion of the new computer lab. Notebooks were organized according to the order of classes during the day, assignment headings were demonstrated, and assignment sheets were explained.

Week 7: Students received basic training on the Macintosh LC and the use of HyperCard (Apple, 1991). A parent inservice was held to demonstrate the computer based study skills program. Students began the twice weekly schedule of instruction in the computer lab.

Weeks 8-12: Students continued the computer lab instruction two times a week with follow-up of classroom reinforcement. The time spent on the study skills computer program varied as interest level decreased.

Week 13: A post-survey was mailed to parents. A posttest was administered to students. Results were tabulated.

CHAPTER IV

Results

To determine the success or failure of this project, the practicum author had to establish evaluation criteria which correlated to the objectives described in chapter one. The first objective, training third grade students to progress through a HyperCard (Apple, 1991) stack on study skills, was evidenced by the author's observation of actual use by the students. At the end of two lessons, 100 percent of the students were able to progress through the HyperCard (Apple, 1991) program independently. Teacher reinforcement of how to access the program from the hard drive was still needed, however, once the program was accessed, the students had no difficulty in using it.

The second objective was for third grade students to be able to correctly head a paper according to the guidelines of the school's study skills program. After six weeks of implementation of the study skills program, the author made careful observations of students when heading a paper. Ninety-six percent of the target

group were able to correctly head a paper from instruction and application of this program. Headings used the following format:

- •first name/last name,
- •date,
- •subject, pages.

This information had to be placed next to the margin on the left side of the paper. Daily assignments were checked by the author. Reinforcement or remediation was administered as needed. The author used a checklist as verification of this skill.

The third objective referred to notebook organization. Students were to be able to correctly place the assignment sheet, monthly calendar, and subject dividers in a three ring binder organized according to the sequence of classes. Evidence of this objective was teacher examination of binders. Once the binders were set up, the author found it unnecessary to keep a weekly checklist to record binder organization. The binders remained organized in the correct sequence unless an accident occurred and the contents spilled on the floor. The author found it more productive to check take home folders to see if the program was being executed correctly. If students were following the guidelines

of the program, take home folders were to be emptied each night. Graded papers and office memos were to be given to parents to keep. The author found that 90 percent of students did empty take home folders nightly. The author's consistency in checking take home folders caused the remainder of students to conform to these standards.

Students were to be able to correctly use the assignment sheet and monthly calendar in the fourth objective. Evidence of completion of this objective was hard copies of assignment sheets collected by the author. This was the real heart of the program. Students used the assignment sheet each morning to copy assignments for the day from an assignment chalkboard in the room. At the end of the day as part of closure, the teacher stood beside the assignment chalkboard and each subject area was briefly discussed. Assignments which were completed during the day were checked off. Assignments which were not completed were highlighted, therefore becoming part of the student's homework for the night. The monthly calendar was checked for long range assignments. As students attained a greater understanding of the use of assignment sheets, homework and

organization skills improved. Assignment sheets also opened lines of communication between the teacher, student, and parents. Parents were able to determine what work was to be completed each night with the understanding that highlighted assigments were due the following day. This proved to be an effective organization tool for both students and parents.

The fifth objective stated that third grade students would follow the homework guidelines as taught in this study skills program. Homework guidelines included:

- where to do homework,
- when to do homework,
- how often to do homework,
- what supplies to have on hand, and
- that consistency was important.

Evidence that this objective had been met was a record of missing homework assignments kept by the practicum author. Because students were following the designated guidelines, the author observed a very low number of missing homework assignments. Two students were chronic offenders of missing or late assignments. The author acknowledges that homelife was a contributing factor in

both cases. Ninety-six percent of students turned assignments in on time and became dependent upon assignment sheets and monthly calendars as productive study aids.

The sixth objective stated that third grade students should be able to answer questions on a test using complete sentences. Although this objective was not addressed in the computer program, it was taught in the classroom. The author demonstrated the completion of a test with students in class. Each question was discussed and answers using complete sentences were given. One word answers and phrases were also discussed as incorrect and incomplete. A letter to parents (Appendix F: 63) explained this procedure and also the grading criteria. Parents were asked to reinforce this concept. This objective was accomplished by 80 percent of the class as evidenced by hard copies of tests collected by the author (Appendix G: 64).

The final objective refered to parent participation in the study skills program. Parents did demonstrate an understanding of the study skills expectations as taught in this program. It was evident that parents were reinforcing the designated skills taught in the

program. Take-home folders were cleaned out each night, notebooks were organized, homework assignments were turned in on time, and parents expressed being better informed of school activities.

The author was not able to determine an accurate assessment of parental knowledge gained through the comparison of pre and post surveys. Pre-surveys were not immediately returned, some taking as long as three weeks. By the time the majority of surveys were returned, several letters of explanation concerning the study skills program had been communicated to parents, thus invalidating parental responses to the survey. However, parental understanding and participation of the program was demonstrated through students' skills. An example would be that of assignment sheets. On Friday of each week the author collected all assignment sheets. Comments were added to the comment section by the teacher over the weekend. Students then received the assignment sheet the following Monday. A parent signature was required Monday night and the assignment sheet was to be returned to the teacher on Tuesday. One hundred percent participation in this area of the program was observed, thus

indicating parental and student understanding and cooperation. Students and parents were following the guidelines and correctly using the study skills program.

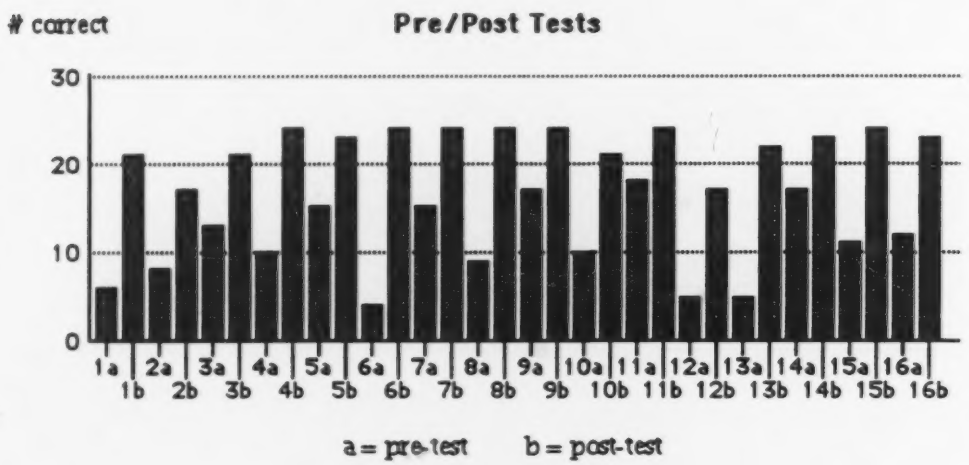

correct
Pre/Post Tests
30
20
10
0
1a 1b 2a 2b 3a 3b 4a 4b 5a 5b 6a 6b 7a 7b 8a 8b 9a 9b 10a 10b 11a 11b 12a 12b 13a 13b 14a 14b 15a 15b 16a 16b
a = pre-test
b = post-test

Figure 1

In comparing the student pre and posttest scores (Figure 1: 38) it was evident that in questions one through four, which were concerned with objective one, use of computers and the HyperCard (Apple, 1991) program, students made large gains in knowledge.

Questions five through nine referred to objective three, in which students would correctly assemble a binder. The greatest gain occured in question six where it was quite evident that students did learn the correct palcement of the homework folder in the binder. The smallest gain was in question nine. Students were aware of which papers to place in the homework folder. The author acknowledges that the answer to this question was obvious.

Questions 10 through 12 were concerned with objective four, actual use of assignment sheets and the monthly calendar. While question 11 showed a very little increase in knowledge, question 12 displayed that a tremendous growth was experienced.

Objective five was supported through questions 13 and 14. Students experienced a large gain of knowledge in determining how many nights homework should be done. Many students had prior knowledge of where homework should be completed, thus question 15 did not account for a large growth area.

Question 16 referred to objective two in which students must correctly head a paper. The comparison of results did show a large growth of knowledge in this area.

The author was able to show a large gain of knowledge in study skills acquired by third grade students by the comparison of pre and posttest scores. More importantly, this knowledge was demonstrated by students daily in the classroom setting.

CHAPTER V

Recommendations

Results of this practicum were given to the building principal. As this program did prove to be a successful solution to the problem of teaching study skills to third grade students and parents, the principal expressed a desire to expand the program for school-wide use. The author agreed that expansion could be accomplished with ease.

Because of the new Macintosh computer lab, the target school has a computer committee composed of teachers with varying degrees of computer experience. The recommendation of expansion of the study skills program will be submitted to the committee for consideration. The author will provide a training session to instruct teachers in the use of the program and will act as a consultant in order to help teachers if expansion of the program is accepted.

If school-wide adoption is approved, the author recommends the addition of more voice interactions and added animation. Although this entails a large time commitment, the results would

maintain a high interest level in students. The author would also recommend more opportunities to interact with the program through the keyboard. Expansion of the program for intermediate students should include sections on outlining, note taking and test taking skills. Expansion of the program for first and second grade should include a section on listening skills.

A final recommendation would be to use this program as an orientation for students or teachers new to the school. This introduction to the study skills program could be accomplished with speed and ease thus facilitating a difficult transition time.

REFERENCES

Anderson-Inman, Lynne. "Computers in the Curriculum." The Computing Teacher, February 1991, pp.30-33.

Byrom, Elizabeth. "Hypermedia (Multimedia)." Teaching Exceptional Children, Summer 1990, pp. 47-48.

Caissy, Gail A. Microcomputers and the Classroom Teacher. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1987, pp. 7-39.

Faggella, Kathy and Janet Horowitz. "Different Child, Different Style." Instructor, September 1990, pp. 49-54.

Foyle, Harvey C., and Sharon Perne. "The Use of Homework and Cooperative Learning In An Elementary Classroom: Implications for Teacher Education." A paper presented at the annual meeting of the Mid-Western Educational Research Association (MWERA), Chicago, Illinois: October 18, 1990.

Hewison, Jenny. "The Long Term Effectiveness of Parental Involvement in Reading: A Follow-Up To The Haringey Reading Project." British Journal of Educational Psychology, 1988, Vol. 58, pp. 184-190.

HyperCard. Apple Computer, Inc., Claris Corporation. 1991.

Langthorne, Michael. "It's a Hyper New World." Tech Trends, November-December 1988, pp. 63-64.

Malouf, David B., Patricia J. Jamison, Mary H. Kercher, and Christina M. Carlucci. "Computer Software Aids Effective Instruction." Teaching Exceptional Children, Winter 1991, pp. 56-57.

Office of Educational Research and Improvement. Help Your Child Improve In Test-Taking, Washington, D.C. : U.S. Department of Education, 1987.

Rutherford, William. "How To Develop an Effective Homework Program." Tips for Principals, October 1988, pp. 3-4.

Sattes, Beth. "Parental Involvement in Student Learning." The Education Digest, January 1989, pp. 37-39.

Shields, John M., and Timothy E. Heron. "Teaching Organizational Skills to Students with Learning Disabilities. Teaching Exceptional Children, Winter 1989, pp. 8-13.

Swick, Kevin J. "Parental Efficacy and Involvement: Influences on Children." Childhood Education, Fall 1988, pp. 37-42.

Tobin, Catherine. "Study Skills: The Independent Learner." Paper presented at the Meeting of the National Association of Secondary School Principals, March 1988, pp. 1-9.

Wirthlin Group, Ed. "The Computer Report Card: How Teachers Grade Computers in the Classroom." Tech Trends, October 1989, pp. 1-6.

APPENDIX A

TEACHER SURVEY

TEACHER PRE-SURVEY

Participant Title_____
(please do not use your name)

Answer yes or no

1. Do third grade students know how to properly head a paper according to the school's study skills guidelines?

2. Do third grade students know how to organize the subject dividers in a three ring binder according to the sequence of classes?

3. Are third grade students able to correctly place the take home and homework folder in the three ring binder according to the school's study skills guidelines?

4. Are third grade students able to correctly use the take home and homework folders?

5. Are third grade students able to correctly use an assignment sheet and monthly calendar?

6. Do third grade students know how to organize a homework workplace and time schedule?

7. Do third grade students understand how to study for a test?

8. Do third grade students know how to use complete sentences when answering questions on a test?

9. Should the above mentioned skills be taught to third grade students?

10. Do you expect third grade students to be developmentally ready to learn study and organization skills?

11. Would you use a computerized program to teach study skills to third grade students if trained in the use of this program?

12. Would a computer program on study skills motivate students more than teacher demonstration or traditional methods?

13. Should parents be trained in the use of this program?

14. Do you feel you would have more parental support of the study skills program if parents were trained to use this program?

15. Would a complete, computerized study skills program be beneficial for all grade levels?

16. If expanded for use school-wide, would this program provide consistency and uniformity to the school's study skills program?

APPENDIX B

TEACHER QUESTIONAIRE

TEACHER QUESTIONAIRE

1. Was this program helpful in teaching study skills?

2. Was it easy to understand how to operate this program?

3. Would it be easy for students to operate this program?

4. Is there anything that could be changed in the program?

5. What could be added to this program?

6. Is this an effective way to teach study skills to students?

7. If expanded and adapted for school-wide use, would this program add consistency and uniformity to the school's existing study skills program?

8. Would students find this motivational?

APPENDIX C

PARENT SURVEY

8/22/91

Dear Parents:

In order to complete my master's degree in computer applications, I have created a computer program to teach study skills to third grade students and parents. I would appreciate your assistance in completing this pre survey. Would you please answer the questions and return this form with your child as soon as possible?

My plans call for a parent inservice night on the use of this program. More information will be forthcoming on that date. Timing is dependent on the completion of the new computer lab.

After instruction in the program and several weeks to absorb this information, I will ask you to again fill out the same survey. Hopefully, you will have a better understanding of our study skills program at this time.

The students will be following the same procedure. We will be using the new computer lab twice weekly for several weeks for instruction and practice of these skills.

I hope that you and your child will enjoy being a part of my research study while gaining valuable information at the same time. Thank you very much for your help.

Dana Temme

PARENT PRE-SURVEY

Please check yes or no. Please do not put your name on this survey.

yes	no	
___	___	1. Would a program to educate parents on the school's study skills program be helpful to you?
___	___	2. Would you participate in this program?
___	___	3. Would you use a computer based program if given training in the operation of the program?
___	___	4. Do you know how to correctly assist your child in organizing the subject pocket dividers of the three ring binder, as determined by the guidelines of the school's study skills program?
___	___	5. Do you know how to correctly assist your child in heading a paper according to the guidelines of the study skills program?
___	___	6. Do you understand how we use the monthly calendar?
___	___	7. Do you find it difficult to assist your child in studying for tests?
___	___	8. Would you use tips and information on test taking skills?

___ ___ 9. Do you find it difficult to establish homework guidelines?

___ ___ 10. Would you use tips and information to make homework time more consistent, organized, and productive?

___ ___ 11. Do you understand how to use your child's assignment sheet during homework time?

___ ___ 12. Is it necessary to clear the take home folder every night?

___ ___ 13. Should you keep your child's completed assignment sheet at the end of each week?

___ ___ 14. Are completed homework papers placed in the homework folder to be returned to school?

___ ___ 15. Should you clean out your child's notebook?

APPENDIX D

STUDENT PRE/POST TEST

STUDENT PRE TEST

1. What is a HyperCard Stack?

   A. I don't know B. a computer program

   C. a stack of active cards

2. How do you move from card to card in a HyperCard Stack?

   A. I don't know B. click on an arrow

   C. move the mouse

3. What do you do if you get lost in a HyperCard Stack?

   A. I don't know B. call the teacher

   C. click on the return arrow

4. What does the house represent in a HyperCard Stack?

   A. I don't know B. it's where the mouse lives

   C. the home card

5. How do you know the order to place the subject dividers in your binder?

   A. I don't know B. by color C. by class order

   D. by choice

6. Where does the take home folder go in the binder?
   A. I don't know B. last C. first D. second

7. What papers go in the take home folder?
   A. I don't know B. office memos and graded papers
   C. any papers

8. Where does the homework folder go in the binder?
   A. I don't know B. last C. first D. second

9. What papers go in the homework folder?
   A. I don't know B. completed homework papers
   C. homework papers to be completed

10. How often should you fill in your assignment sheet?
    A. I don't know B. 3 times/ week
    C. 4 times/ week D. 5 times/week

11. What do you do with a completed assignment sheet?

A. I don't know B. throw it away

C. have your parents keep it D. return it to the teacher

12. Why do we use a monthly calendar?

A. I don't know B. to keep track of the days

C. for long range assignments

13. How many nights a week should you do homework?

A. I don't know B. 0 C. 5 D. 2 E. 4

14. Where should you do your homework?

A. I don't know B. in front of the TV

C. in one determined place D. wherever I choose

15. How do you answer questions on a written test?

A. I don't know B. a few words C. a sentence

D. one word

16.Choose the correct way to head a paper for any assignment:

A. first name last name
date

B. first name last name
date
subject

C. first name
date
subject

D. first name
date

APPENDIX E

PARENT LETTER

UPDATE FROM MRS. TEMME

ON: 9/10/91

Dear Parents:

Thank you for purchasing supplies. I know you will see the benefit of the binders as soon as the children have a better understanding of how to use them. This takes a lot of patience right now.

Each night your child should take all of the papers from his/her **"take home folder"** and give them to you. Please establish one "drop spot" or designated place for these papers. Students will need reminding at first, but please help them establish routines to learn this responsiblility. Graded papers, letters, or office memos are yours to keep. Papers in the **homework folder** need to be completed and then placed in the pocket folder of the appropriate subject. Papers which are in the subject areas are to be kept in the notebook. Please do not remove them. Graded Science and Social Studies papers need to be kept in their respective folders until the test on that unit of study. These papers can be used to review for the test.

Assignment sheets will alwsys come home on Monday night for your signature. The assignment sheet must be returned on Tuesday. I do keep them in a file. Again, this is a routine that your child needs to establish and a responsibility that he/she needs to learn. The comment section is for parents as well as the teacher. Please feel free to write to me or to your child. Students love to receive notes from their parents!

Our parent orientation will be on September 17th from 7:30-8:30. We will meet in the classroom for the first part of my presentation, and then go to the new computer lab where you will get to use the new Macintosh LC's with my study skills program. <u>You need no prior computer knowledge.</u> I'll show you how to click the mouse on an arrow, and we should be off and running. It should be a lot of fun. We may go a little beyond 8:30 as people seem to lose track of time when working on a computer.

Dana Temme

APPENDIX F

READING COMPREHENSION

NEWS FROM MRS. TEMME ON 8/29/91

Dear Parents:

Attached is your child's first reading test. Part of reading comprehension is the ability to express what you have read, therefore we will be taking tests on our reading stories where the children must use complete sentences to answer the questions. I am currently teaching sentence structure in language class also. This is a main thrust in third grade.

I did the first six questions with the class. I'm trying to teach them to:

1. Answer in complete sentences,
2. Use capitalization and punctuation, and
3. Use part of the question in their answer.

When I grade tests, I will count 2 points per question; 1 for the correct answer and 1 for sentence structure. This carries over into all subject areas. I will put a percentage and a letter grade on papers. This test was a learning experience and was not graded.

Please help me by going over this test with your child to reinforce this concept. It's hard to break the habit of one or two word answers. Also, please stress that work needs to be checked before handing it in. If students will just read exactly what they write, they can catch so many mistakes themselves!

Thank you for your help. Together I know we can help our students improve their study habits.

Dana Temme

APPENDIX G

STUDENT TEST DATA

15

October 24, 1771

65

+36/39 92% A-

ROBINSON CRUSOE

G	1. cannibals		a. wild people living almost like animals
K	2. Robinson Crusoe		b. empty-no people living there
H	3. reef		c. a grain
E	4. diary		d. land with water on all sides
A	5. savages		e. bullets
D	6. island		f. a book of daily experiences
C	7. barley		g. people who eat other people
J	8. shore		h. land that is next to or touches a body of water
B	9. deserted		i. cover; protection
E	10. ammunition		j. a rock or sand ridge near the surface of the water
I	11. shelter		k. an English sailor

-2

****

CIRCLE THE ANSWER

1. Crusoe lived alone on the island for:
   A. 24 months B. 2 years (C) 24 years
2. Crusoe was from:
   A. France (B) England C. U.S.
3. Crusoe's friend was:
   A. a cannibal (B) a prisioner C. a sailor
4. Crusoe's claendar was:
   A. notches carved on a tree B. stones stacked in piles of 10 (C) a diary
5. The island Crusoe was on was near:
   A. England B. U.S. (C) South America

-0

****

USE COMPLETE SENTENCES TO ANSWER THE FOLLOWING:

6. What book did Crusoe read each day? Crusoe read a ~~story~~ Bible each day.

-1

7. Why did Crusoe go back to the ship? Crusoe went back to his ship to get food, ammunition, and water. good

8. What finally happened to the ship? Crusoe's ship was sunk by a storm.

+35/39 90% October 2 [illegible]

ROBINSON CRUSOE

A 4. cannibals — a. wild people living almost like animals
K 2. Robinson Crusoe — b. empty-no people living there
J 3. reef — c. a grain
F 4. diary — d. land with water on all sides
G 5. savages — e. bullets
D 6. island — f. a book of daily experiences
C 7. barley — g. people who eat other people
H 8. shore — h. land that is next to or touches a body of water
-2 B 9. deserted — i. cover; protection
E 10. ammunition — j. a rock or sand ridge near the surface of the water
I 11. shelter — k. an English sailor

A-

****

CIRCLE THE ANSWER

1. Crusoe lived alone on the island for:
   A. 24 months B. 2 years C. 24 years
2. Crusoe was from:
   A. France B. England C. U.S.
3. Crusoe's friend was:
   A. a cannibal B. a prisioner C. a sailor
4. Crusoe's claendar was:
   A. ~~notches carved on a tree~~ B. stones stacked in piles of 10 C. a diary
-1 5. The island Crusoe was on was near:
   A. England B. U.S. C. South America

****

USE COMPLETE SENTENCES TO ANSWER THE FOLLOWING:

6. What book did Crusoe read each day? Crusoe read his diary Bible
-1 everyday.

7. Why did Crusoe go back to the ship? Crusoe went back to the ship for water, food, switchy, guns, wild animals. good

8. What finally happened to the ship? The ship finally sank. good

October 14 67

ROBINSON CRUSOE

+35/39

24

90%

A-

G 1. cannibals	X a. wild people living almost like animals
K 2. Robinson Crusoe	X b. empty-no people living there
H 3. reef	X c. a grain
F 4. diary	X d. land with water on all sides
A 5. savages	X e. bullets
D 6. island	X f. a book of daily experiences
C 7. barley	X g. people who eat other people
J 8. shore	X h. land that is next to or touches a body of water
-2 B 9. deserted	X i. cover; protection
E 10. ammunition	X j. a rock or sand ridge near the surface of the water
I 11. shelter	X k. an English sailor

****

CIRCLE THE ANSWER

1. Crusoe lived alone on the island for:
   A. 24 months B. 2 years (C.) 24 years
2. Crusoe was from:
   A. France (B.) England C. U.S.
3. Crusoe's friend was:
   A. a cannibal (B.) a prisioner C. a sailor
4. Crusoe's claendar was:
   -0 A. notches carved on a tree B. stones stacked in piles of 10 (C.) a diary
5. The island Crusoe was on was near:
   A. England B. U.S. (C.) South America

****

USE COMPLETE SENTENCES TO ANSWER THE FOLLOWING:

6. What book did Crusoe read each day? Crusoe read his ~~diary~~ Bible each day. -1

7. Why did Crusoe go back to the ship? Crusoe went back to the ship because he needed ammun. too. OK

8. What finally happened to the ship? The ship was destroyed in another storm. good

October 24, 1991

ROBINSON CRUSOE

+34/39

87 B+ 70

A	1. cannibals	a. wild people living almost like animals
K	2. Robinson Crusoe	b. empty-no people living there
J	3. reef	c. a grain
F	4. diary	d. land with water on all sides
G	5. savages	e. bullets
D	6. island	f. a book of daily experiences
	7. barley	g. people who eat other people
-3 H	8. shore	h. land that is next to or touches a body of water
B	9. deserted	i. cover; protection
E	10. ammunition	j. a rock or sand ridge near the surface of the water
I	11. shelter	k. an English sailor

****

CIRCLE THE ANSWER

1. Crusoe lived alone on the island for:
   A. 24 months B. 2 years (C. 24 years)
2. Crusoe was from:
   A. France (B. England) C. U.S.
3. Crusoe's friend was:
   A. a cannibal (B. a prisioner) C. a sailor
4. Crusoe's claendar was:
   A. notches carved on a tree B. stones stacked in piles of 10 (C. a diary)
5. The island Crusoe was on was near:
   -0 A. England B. U.S. (C. South America)

****

USE COMPLETE SENTENCES TO ANSWER THE FOLLOWING:

6. What book did Crusoe read each day? Robinson Crusoe
   -1 read his ~~story~~ Bible
7. Why did Crusoe go back to the ship? Crusoe went back To get guns, water, food and [illegible] -1 N/S
8. What finally happened to the ship? There [illegible] the ship [illegible] OK

+37/39 95% A

ROBINSON CRUSOE

G	1. cannibals	a.	wild people living almost like animals
K	2. Robinson Crusoe	b.	empty-no people living there
J	3. reef	c.	a grain
F	4. diary	d.	land with water on all sides
A	5. savages	e.	bullets
D	6. island	f.	a book of daily experiences
C	7. barley	g.	people who eat other people
-0 H	8. shore	h.	land that is next to or touches a body of water
B	9. deserted	i.	cover; protection
E	10. ammunition	j.	a rock or sand ridge near the surface of the water
I	11. shelter	k.	an English sailor

****

CIRCLE THE ANSWER

1. Crusoe lived alone on the island for:
   A. 24 months B. 2 years (C.) 24 years
2. Crusoe was from:
   A. France (B.) England C. U.S.
3. Crusoe's friend was:
   A. a cannibal (B.) a prisioner C. a sailor
4. Crusoe's claendar was:
   -0 A. notches carved on a tree B. stones stacked in piles of 10 (C.) a diary
5. The island Crusoe was on was near:
   A. England B. U.S. C. South America

****

USE COMPLETE SENTENCES TO ANSWER THE FOLLOWING:

6. What book did Crusoe read each day? C
   -1 his the Bible e
7. Why did Crusoe go back to the ship? ck
   to th ship p OK
8. What finally happened to the ship? Th
   good

+36/39 92% A-

ROBINSON CRUSOE

G	1. cannibals	a. wild people living almost like animals
K	2. Robinson Crusoe	b. empty-no people living there
J	3. reef	c. a grain
F	4. diary	d. land with water on all sides
A	5. savages	e. bullets
D	6. island	f. a book of daily experiences
C	7. barley	g. people who eat other people
H	8. shore	h. land that is next to or touches a body of water
-1 B I	9. deserted	i. cover; protection
E	10. ammunition	j. a rock or sand ridge near the surface of the water
I	11. shelter	k. an English sailor

****

CIRCLE THE ANSWER

1. Crusoe lived alone on the island for:
   A. 24 months B. 2 years C. 24 years
2. Crusoe was from:
   A. France B. England C. U.S.
3. Crusoe's friend was:
   A. a cannibal B. a prisioner C. a sailor
4. Crusoe's claendar was:
   A. notches carved on a tree B. stones stacked in piles of 10 C. a diary
-0 5. The island Crusoe was on was near:
   A. England B. U.S. C. South America

****

USE COMPLETE SENTENCES TO ANSWER THE FOLLOWING:

6. What book did Crusoe read each day? The book he read was the Bible.

7. Why did Crusoe go back to the ship? He needed Supplies
-1 to survive.

8. What finally happened to the ship? The ship finally sank.
OK

+34/36 94% A

.2

~~Dolores~~ ~~Liberty Bell~~ ~~Mexico~~ French
~~Independence Day~~ Father Henry Father ~~Hidalgo~~ ~~Spanish~~

1. In Mexico September 16 is Independence Day
2. A man who helped the Mexican people Father Hidalgo
3. A little village where Father Hidalgo was a priest Dolores
4. Our neighboring country to the south is Mexico
5. The people that rules Mexico for three hundred years Spanish
6. Something that stands for independence Liberty Bell

.0

****

1. banner D	A. a revolt; revolution
2. flock E	B. a religious minister
3. uprising A	C. long live
4. neighboring F	D. a flag
5. Viva C	E. people who go to the same church
6. priest B	F. nearby; adjoining

.0

****

ANSWER IN COMPLETE SENTENCES

1. When is Mexico's Independence Day? Mexico's Independence Day is September 16.

2. When is our country's Independence Day? Our country's Independence Day is July 4.

3. What country did Mexico win its independence from? Mexico won their independence from Spain.

Super job :)

4. What country did the United States win its independence from? The U.S. won independence from England.

.0

+35/36 97% A+

-1

~~Dolores~~ Liberty Bell ~~Mexico~~ French
~~Independence Day~~ Father Henry ~~Father Hidalgo~~ ~~Spanish~~

1. In Mexico September 16 is Independence Day
2. A man who helped the Mexican people Father Hidalgo
3. A little village where Father Hidalgo was a priest Dolores
4. Our neighboring country to the south is Mexico
5. The people that rules Mexico for three hundred years ~~Spanish~~ Spanish
6. Something that stands for independence Liberty Bell

****

1. banner D — A. a revolt; revolution
2. flock E — B. a religious minister
3. uprising A — C. long live
4. neighboring F — D. a flag
5. Viva C — E. people who go to the same church
6. priest B — F. nearby; adjoining

-1

****

ANSWER IN COMPLETE SENTENCES

1. When is Mexico's Independence Day? Mexico's independence day is Septembr 16.

2. When is our country's Independence Day? Our country's independence day is the 4th of July.

3. What country did Mexico win its independence from? The country that Mexico won there independence from was Spain. (Spain)

4. What country did the United States win its independence from? Good The U.S. won there independence from England.

-0

October 17 +35/36 97% A+

~~Dolores~~ ~~Liberty Bell~~ ~~Mexico~~ French
~~Independence Day~~ Father Henry ~~Father Hidalgo~~ ~~Spanish~~

-1

1. In Mexico September 16 is _____
2. A man who helped the Mexican people _____
3. A little village where Father Hidalgo was a priest _____
4. Our neighboring country to the south is _____
5. The people that rules Mexico for three hundred years _____
6. Something that stands for independence _____

****

1. banner	D	A. a revolt; revolution
2. flock	E	B. a religious minister
3. uprising	A	C. long live
4. neighboring	F	D. a flag
5. Viva	C	E. people who go to the same church
6. priest	B	F. nearby; adjoining

-0

****

ANSWER IN COMPLETE SENTENCES

1. When is Mexico's Independence Day? _____

2. When is our country's Independence Day? _____

3. What country did Mexico win its independence from? _____

4. What country did the United States win its independence from? _____

-1 No

(23) +33/36 92% A-

74

.3

Dolores | Liberty Bell | Mexico | French
Independence Day | Father Henry | Father Hidalgo | Spanish

1. In Mexico September 16 is Independence Day
2. A man who helped the Mexican people Father Hidalgo
3. A little village where Father Hidalgo was a priest Dolo
4. Our neighboring country to the south is Mexico
5. The people that rules Mexico for three hundred years Spanish
6. Something that stands for independence Liberty Bell

****

1. banner	D	A. a revolt; revolution
2. flock	B ✓	B. a religious minister
3. uprising	A	C. long live
4. neighboring	F	D. a flag
5. Viva	C	E. people who go to the same church
6. priest	E ✓	F. nearby; adjoining

-2

****

ANSWER IN COMPLETE SENTENCES

1. When is Mexico's Independence Day? Mexico's Independence day is September 16.

2. When is our country's Independence Day? Our Country's Independence day is July 4.

3. What country did Mexico win its independence from? Mexico won it's Independence from the Spanish.

4. What country did the United States win its independence from? The United State's won it's Independence from England.

-0

+32/36 89% B+

-4

~~Dolores~~ ~~Liberty Bell~~ ~~Mexico~~ French
~~Independence Day~~ Father Henry Father ~~Hidalgo~~ ~~Spanish~~

1. In Mexico September 16 is Independence Day
2. A man who helped the Mexican people Father Hidalgo
3. A little village where Father Hidalgo was a priest Dolores
4. Our neighboring country to the south is Mexico
5. The people that rules Mexico for three hundred years Spanish
6. Something that stands for independence Liberty Bell

****

1. banner D
2. flock E
3. uprising A
4. neighboring F
5. Viva C
6. priest B

-0

~~A~~. a revolt; revolution
~~B~~. a religious minister
~~C~~. long live
~~D~~. a flag
~~E~~. people who go to the same church
~~F~~. nearby; adjoining

****

ANSWER IN COMPLETE SENTENCES

1. When is Mexico's Independence Day? Mexico's Independence Day is September 16.

2. When is our country's Independence Day? Our contry's Independence Day is July 4.

-1

3. What country did Mexico win its independence from? Mexico won it's Independence from the Spanish.

4. What country did the United States win its independence from? The United States won its indpendance ~~Day~~ from Mexico.

-1

+30/36 83% B

76

.6

Dolores	Liberty Bell	Mexico	French
Independence Day	Father Henry	Father Hidalgo	Spanish

1. In Mexico September 16 is [illegible]
2. A man who helped the Mexican people [illegible]
3. A little village where Father Hidalgo was a priest [illegible] ✓
4. Our neighboring country to the south is [illegible] ✓
5. The people that rules Mexico for three hundred years [illegible]
6. Something that stands for independence [illegible]

****

1. banner D
2. flock E
3. uprising A
4. neighboring F
5. Viva C
6. priest B

A. a revolt; revolution
B. a religious minister
C. long live
D. a flag
E. people who go to the same church
F. nearby; adjoining

.2

****

ANSWER IN COMPLETE SENTENCES

1. When is Mexico's Independence Day? [illegible]

2. When is our country's Independence Day? [illegible]

3. What country did Mexico win its independence from? Mexico [illegible]

4. What country did the United States win its independence from? [illegible]

.1 No

October

100% A+

77

~~Dolores~~ ~~Liberty Bell~~ ~~Mexico~~ French
~~Independence Day~~ Father Henry ~~Father Hidalgo~~ ~~Spanish~~

1. In Mexico September 16 is Independence Day
2. A man who helped the Mexican people Father Hi
3. A little village where Father Hidalgo was a priest Dolores
4. Our neighboring country to the south is Mexico
5. The people that rules Mexico for three hundred years Spain
6. Something that stands for independence Liberty Bell

****

1. banner D
2. flock E
3. uprising A
4. neighboring F
5. Viva C
6. priest B

A. a revolt; revolution
B. a religious minister
C. long live
D. a flag
E. people who go to the same church
F. nearby; adjoining

****

ANSWER IN COMPLETE SENTENCES

1. When is Mexico's Independence Day? Mexico's Independence Day is on September 16.

2. When is our country's Independence Day? Our country good Independence Day is on The Fourth of July.

3. What country did Mexico win its independence from? Mexico won its Independence Day from Spain

4. What country did the United States win its independence from? The United States won it's Independence Day from England. good

Sampling of Student Assignment Sheets

WEEKLY ASSIGNMENT SHEET 12

NAME _____

WEEK OF: Sept 30 - Oct. 4

CHECK OFF ASSIGNMENTS AS YOU COMPLETE THEM.

CLASSROOM RULES:
1. Follow directions.
2. Keep hands and feet to yourself.
3. Raise hand and wait to be called on.

MONDAY

- ✓ Reading oral WF p 21
- ✓ Math Review ch 2 Test
- ___ Spelling List # 5 [illegible] S
- ___ Science
- ✓ Social Studies [illegible]
- ___ Health
- ✓ Language Fluency Mine Assembly
- ___ Reminder

Tally Box:

1	
2	
3	

TUESDAY

- ✓ Reading [illegible]
- ___ Math [illegible] p. 8- [illegible] 21-32
- ✓ Spelling List # 5
- ___ Science
- ✓ Social Studies editor pilot
- ___ Health
- ✓ Language Complete
- ___ Reminder study Dolch study reading

Tally Box:

1	
2	
3	SUPER

WEDNESDAY

- ✓ Reading Test Poetry
- ___ Math DRB p 2 WS
- ___ Spelling Do test Spelling WS
- ___ Science
- ✓ Social Studies Review Quiz
- ___ Health
- ✓ Language topic sentence WS
- ___ Reminder Study Social Studies

Tally Box:

1	
2	
3	

Fundraiser orders to be turned in Mon. Sept. 30

WEEKLY HOMEWORK SHEET

NAME _____

WEEK OF: Sept. 23-27

CHECK OFF ASSIGNMENTS AS YOU COMPLETE THEM.

80

CLASSROOM RULES:
1. Follow directions.
2. Keep hands and feet to yourself.
3. Raise hand and wait to be called on.

MONDAY

- ✓ Reading: oral p. 47-50
- ✓ Math: D.R.B. p. 19-20 p. 48-49 ✓
- ✓ Spelling: List 1 6 sentences
- ✓ Science: Book 4 p. 4 Dp. 9
- ___ Social Studies
- ___ Health
- ✓ Language: Quiz
- ___ Reminder

Music

Tally Box:

1	
2	
3	

TUESDAY

- ✓ Reading: W.B. p. 10-11
- ✓ Math: W.B. P2-1, E2-10
- ✓ Spelling: # 51 5 sentences
- ✓ Science
- ✓ Social Studies: Map Quiz
- ___ Health
- ✓ Language: Computer
- ___ Reminder: Study D.O.L.

PE

Tally Box:

1	
2	
3	

WEDNESDAY

- ✓ Reading: story new
- ✓ Math: p. 49, 10-24
- ✓ Spelling: D.O.L. test
- ___ Science: p. 12 1-5 p. 14 1-5
- ___ Social Studies
- ___ Health
- ✓ Language: 1 paragraph
- ___ Reminder: Study Snow White

Art

Tally Box:

1	
2	
3	SUPER!

Mid terms come home this week.
Remember to turn reading logs in on Friday.
Book orders are due by Thursday.

WEEKLY ASSIGNMENT SHEET

NAME _____

WEEK OF: Sept. 9-13

CHECK OFF ASSIGNMENTS AS YOU COMPLETE THEM.

CLASSROOM RULES:
1. Follow directions.
2. Keep hands and feet to yourself.
3. Raise hand and wait to be called on.

MONDAY

- ✓ Reading _____
- ✓ Math grade p.7 #
- ✓ Spelling _____
- ✓ Science _____
- ___ Social Studies X X
- ___ Health X X
- ✓ Language _____
- ___ Reminder _____

Tally Box:

1	
2	
3	

TUESDAY

- ✓ Reading _____
- ✓ Math _____
- ✓ Spelling Computer yea! _____
- ✓ Science _____
- ___ Social Studies X X
- ___ Health X X
- ✓ Language _____
- ___ Reminder Study D.O.L.

Tally Box:

1	
2	
3	

WEDNESDAY

- ✓ Reading _____
- ✓ Math Bingo
- ✓ Spelling Computer
- ✓ Science _____
- ___ Social Studies X
- ___ Health X X
- ___ Language _____
- ___ Reminder Study reading

Tally Box:

1	
2	
3	

Library Day is Thursday. Book Fair Week

3rd parent orientation will be Tues. Sept. 17, 7:30-8:30 p.m.
not 6:30-7:30

WEEKLY ASSIGNMENT SHEET

13

NAME _____

WEEK OF: Sept. 16-20

CHECK OFF ASSIGNMENTS AS YOU COMPLETE THEM.

CLASSROOM RULES:
1. Follow directions.
2. Keep hands and feet to yourself.
3. Raise hand and wait to be called on.

MONDAY

- ✓ Reading: oral p. 29-31
- ___ Math: D.R.B. p. 7-10 W. DRB 1-8 MS 1-8
- ___ Spelling: L. S. #8 5 sentences
- ___ Science: x x
- ✓ Social Studies: Quiz
- ___ Health: _____
- ___ Language: W.S. ABC order
- ___ Reminder: Study D.O.L.

Tally Box:

1	
2	
3	

Music

TUESDAY

- ✓ Reading: W.B. p. 1-12 [illegible]
- ✓ Math: W.S. 2-6 E.O. # DRB 9 Comp. prob. solving
- ✓ Spelling: D.O.L. test
- ___ Science: x x
- ✓ Social Studies: D.G. Map [illegible]
- ___ Health: _____
- ✓ Language: Computer
- ___ Reminder: _____

Tally Box:

1	
2	
3	

P.E.

WEDNESDAY

20 spelling words this week

- ✓ Reading: grade WB story map
- ___ Math: D.R.B. 2-1 p. 31 evens, All W.P.'s
- ✓ Spelling: Officer Funk
- ___ Science: x x
- ✓ Social Studies: D.G. Co[illegible] pocket
- ___ Health: _____
- ✓ Language: dictionary practice
- ___ Reminder: Study reading Bring Assign. Sheet Signed from last week

Tally Box:

1	
2	
3	

Art

Our P.E, Art, Music and Library days have changed.
Officer Funk will give a ~~presentation~~ to our class on Wed.
See you Tues. - 7:30 p.m. at orientation!
P.T.S.A. fundraiser assembly on Fri. Get ready to sell!

Sampling of HyperCard Program

on Study Skills

3rd Grade
Study Skills

Decide on one homework time.

Spend about 30 minutes 4 nights each week.

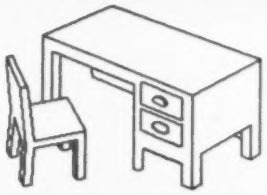
To Move Through This Stack

Click on ⇨ to move to the next card.

Click on ⇦ to go back one card.

Click on ↵ to go to the general menu.

Click on ⌂ to go to the home card.

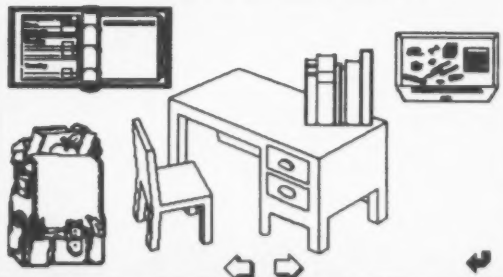


Decide on one place where homework is always done.

Main Menu

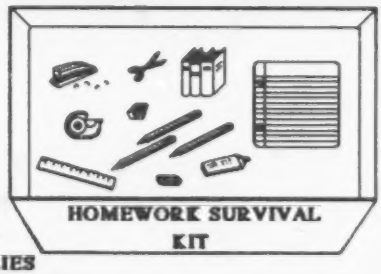
Click One To Begin

HAVE SUPPLIES READY!

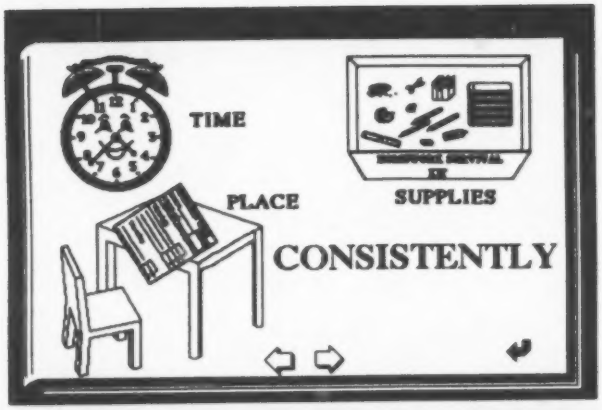


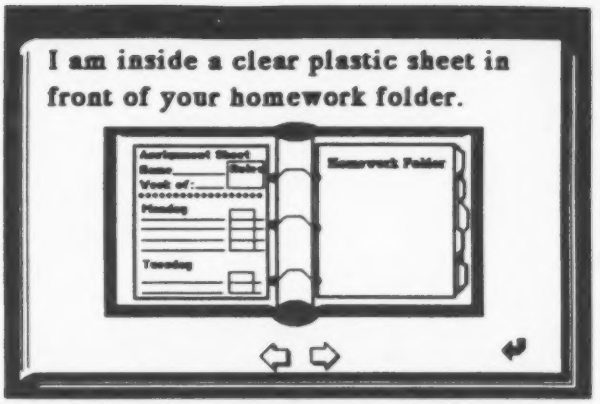
4 HOMEWORK RULES

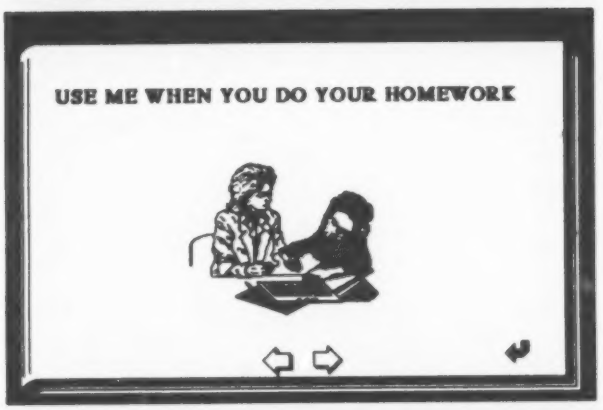
Click on each sign

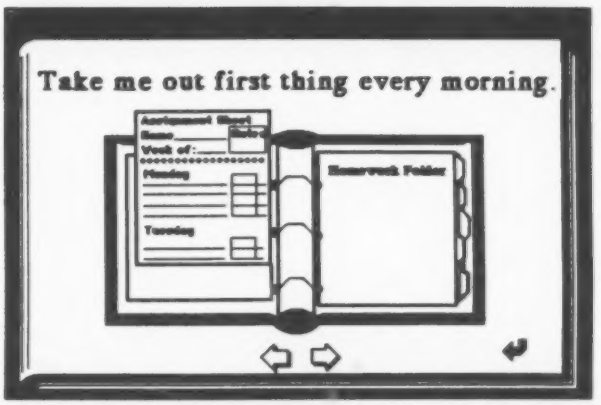


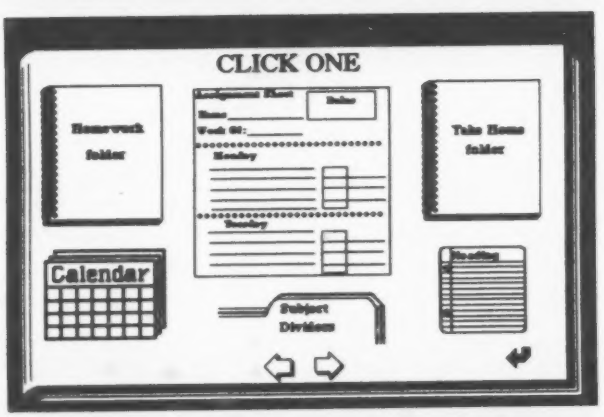
HAVE SUPPLIES IN ONE PLACE

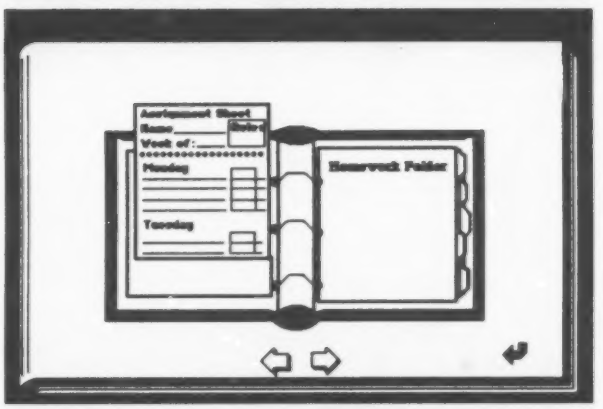

TIME
PLACE
SUPPLIES
CONSISTENTLY

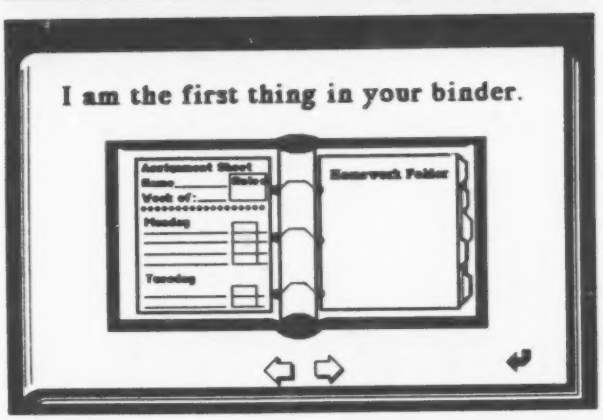

I am inside a clear plastic sheet in front of your homework folder.
Homework Folder

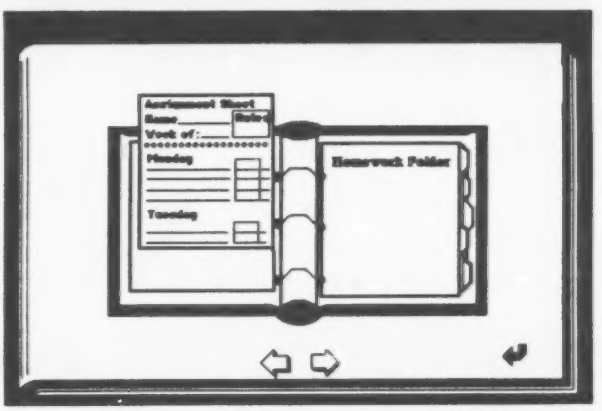

USE ME WHEN YOU DO YOUR HOMEWORK


Take me out first thing every morning.
Homework Folder

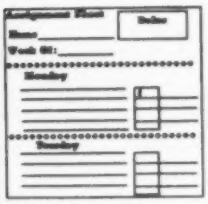

CLICK ONE
Homework folder
Take Home folder
Calendar
Subject Dividers


Homework Folder

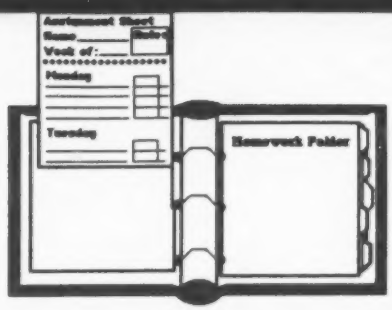

I am the first thing in your binder.
Homework Folder


Homework Folder

RULES



1. Classroom rules are listed at the top of the sheet.
2. When you break a rule a tally is placed in the box on the assignment sheet.
3. There are consequences for tallies.



RULES

1. Follow directions
2. Do not talk out
3. Keep hands and feet to yourself

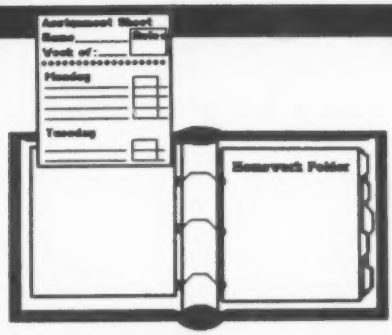
CONSEQUENCES

1 tally = warning
2 tallies = lose recess
3 tallies = note home
4 tallies = see the principal

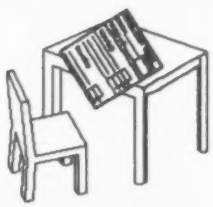
REWARDS

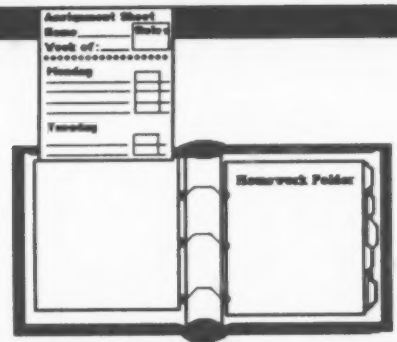
0 tallies for a day = a fun stamp on the assignment sheet

0 tallies for a week = lunch with the teacher

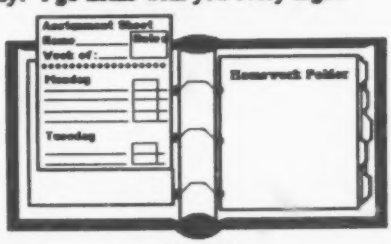


I sit on your desk during the day.

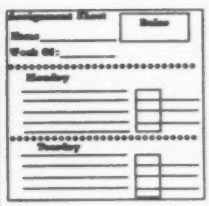




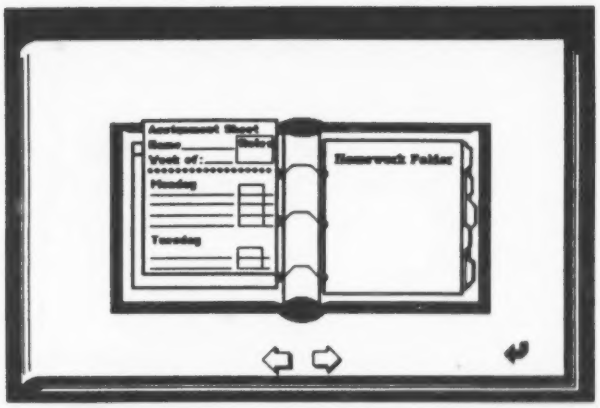
Return me to your clear plastic folder at the end of the day. I go home with you every night.

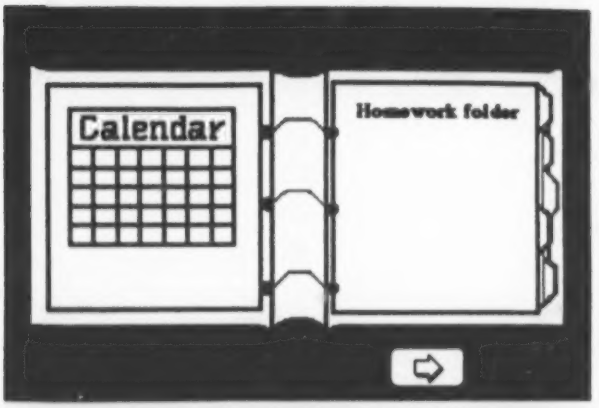


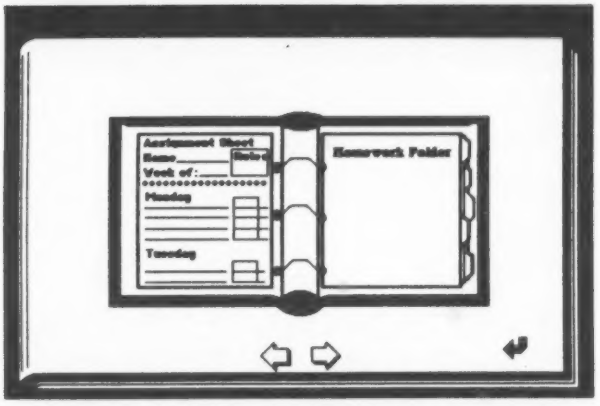
HOW TO USE ME

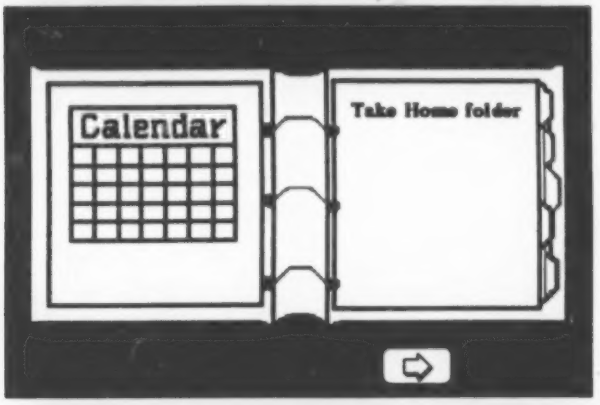


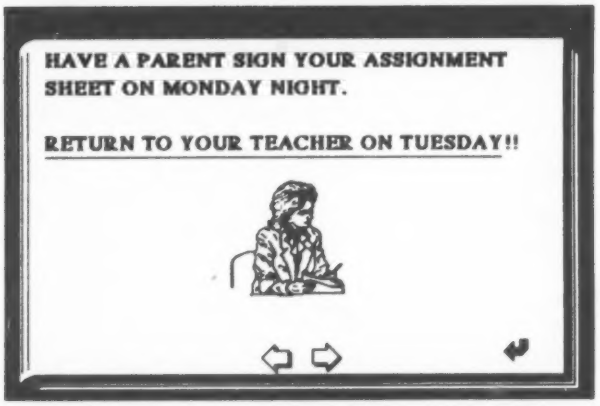
1. Copy your assignments from the assignment board.
2. Check off each one after you complete it during the day.
3. Highlight assignments that you do not finish.

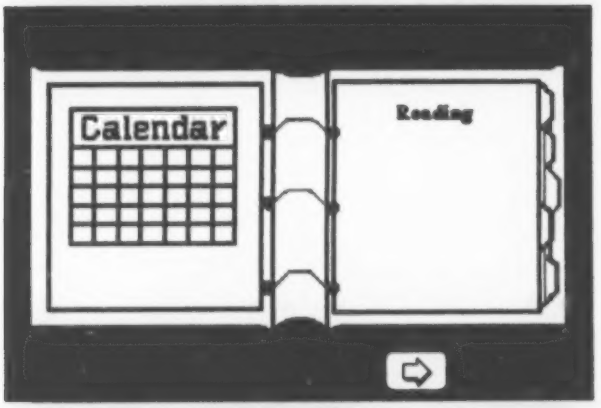

Assignment Sheet
Name
Week of:
Monday
Tuesday
Homework Folder

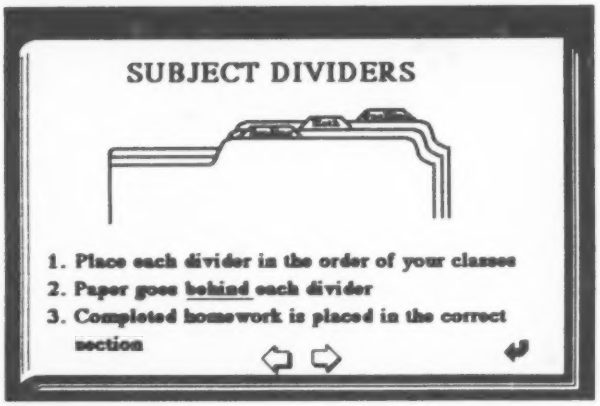

Calendar
Homework folder

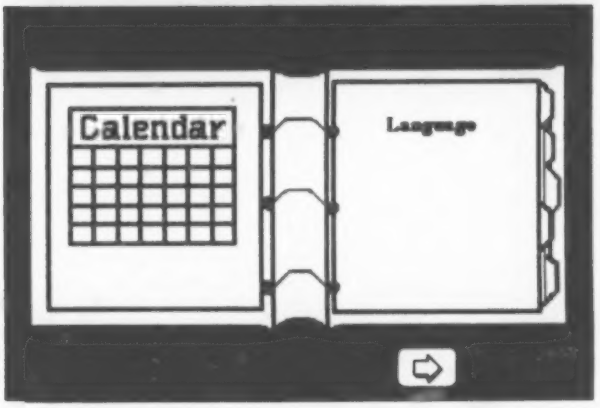

Assignment Sheet
Name
Week of:
Monday
Tuesday
Homework Folder


Calendar
Take Home folder


HAVE A PARENT SIGN YOUR ASSIGNMENT SHEET ON MONDAY NIGHT.
RETURN TO YOUR TEACHER ON TUESDAY!!


Calendar
Reading

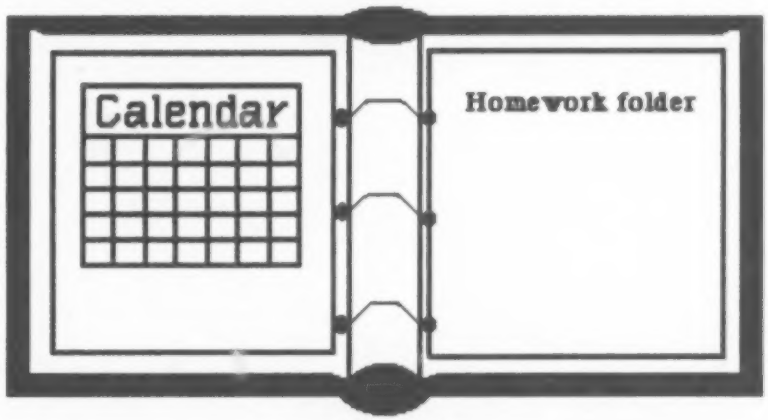

SUBJECT DIVIDERS
1. Place each divider in the order of your classes
2. Paper goes behind each divider
3. Completed homework is placed in the correct section


Calendar
Language

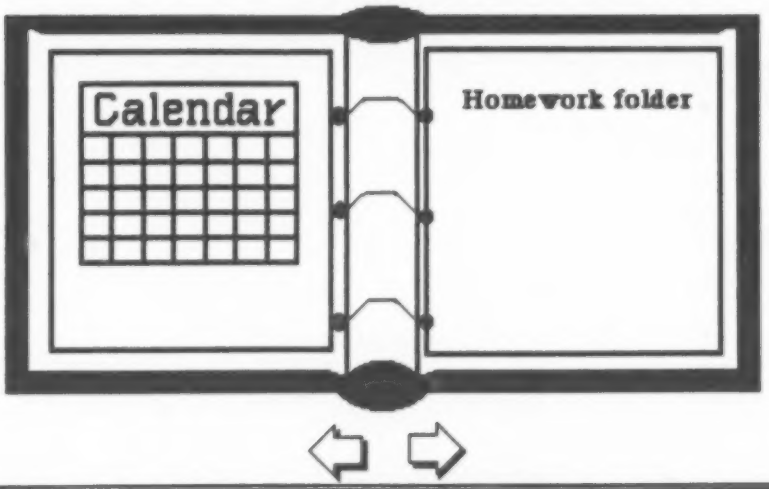
I AM YOUR MONTHLY

1. I KEEP TRACK OF LONG-RANGE ASSIGNMENTS
2. I KEEP TRACK OF P.E., ART, AND MUSIC DAYS
3. I AM A RECORD OF PICTURE DAYS, P.T.S.A. MEETINGS, AND MORE!

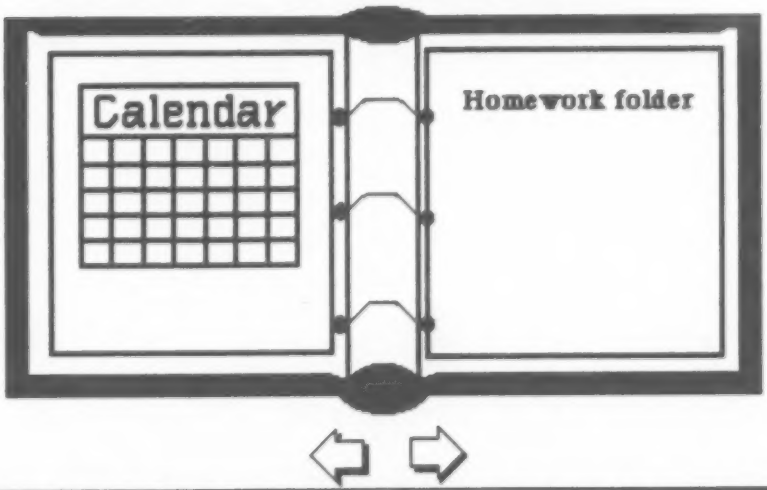
I AM INSIDE A CLEAR PLASTIC SHEET IN THE FRONT OF YOUR BINDER.

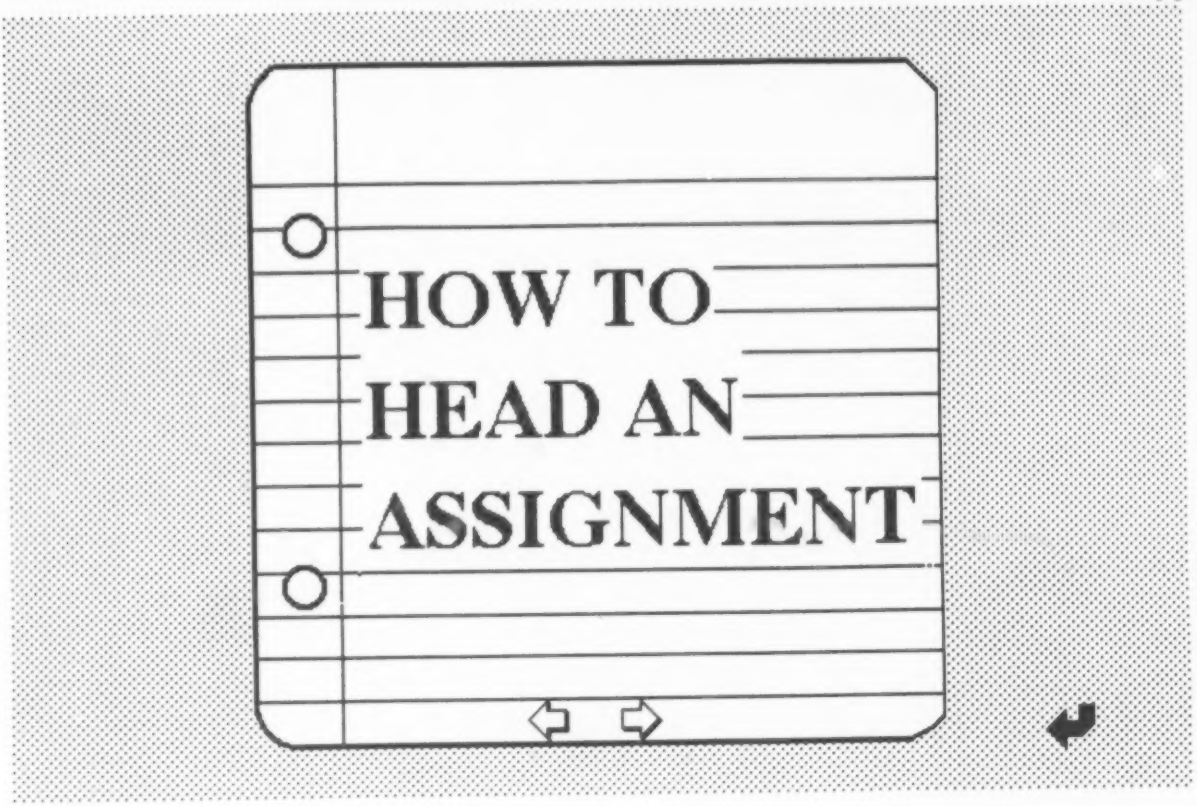


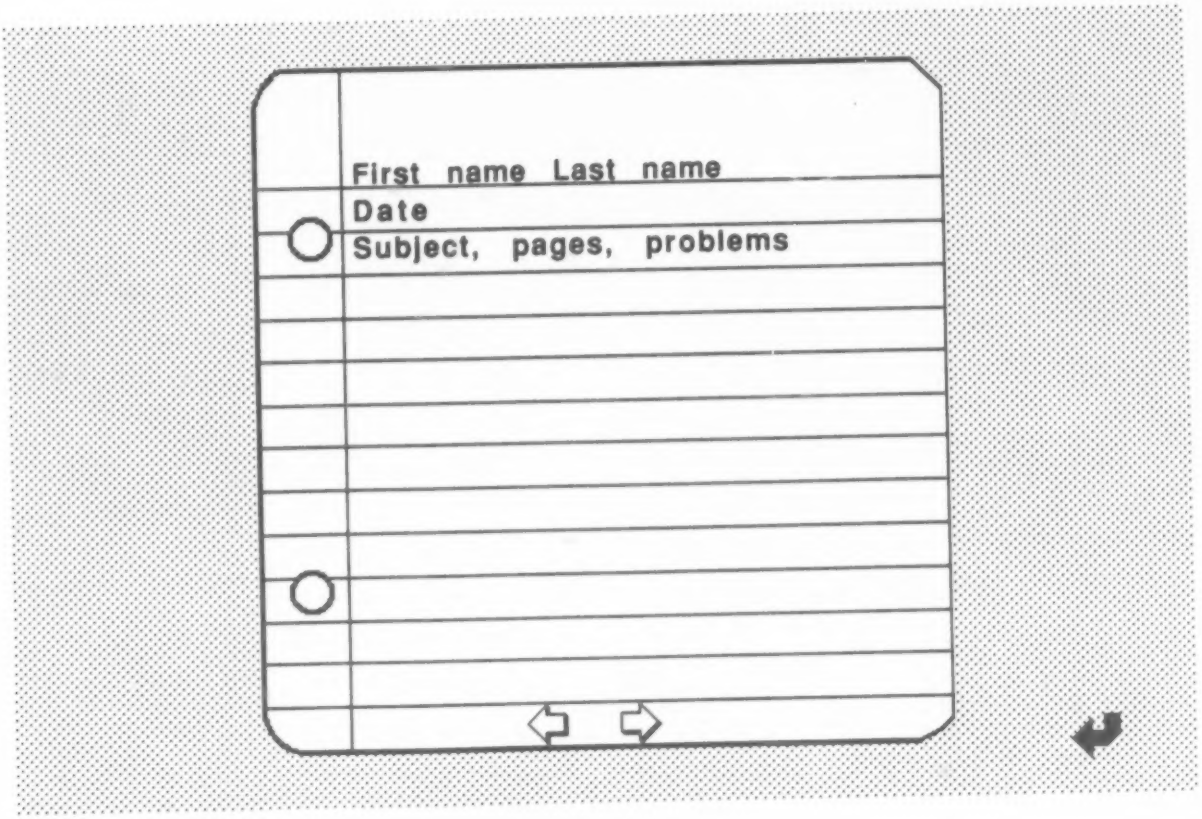
PLEASE LEAVE ME IN YOUR BINDER.
I MUST ALWAYS BE THERE.

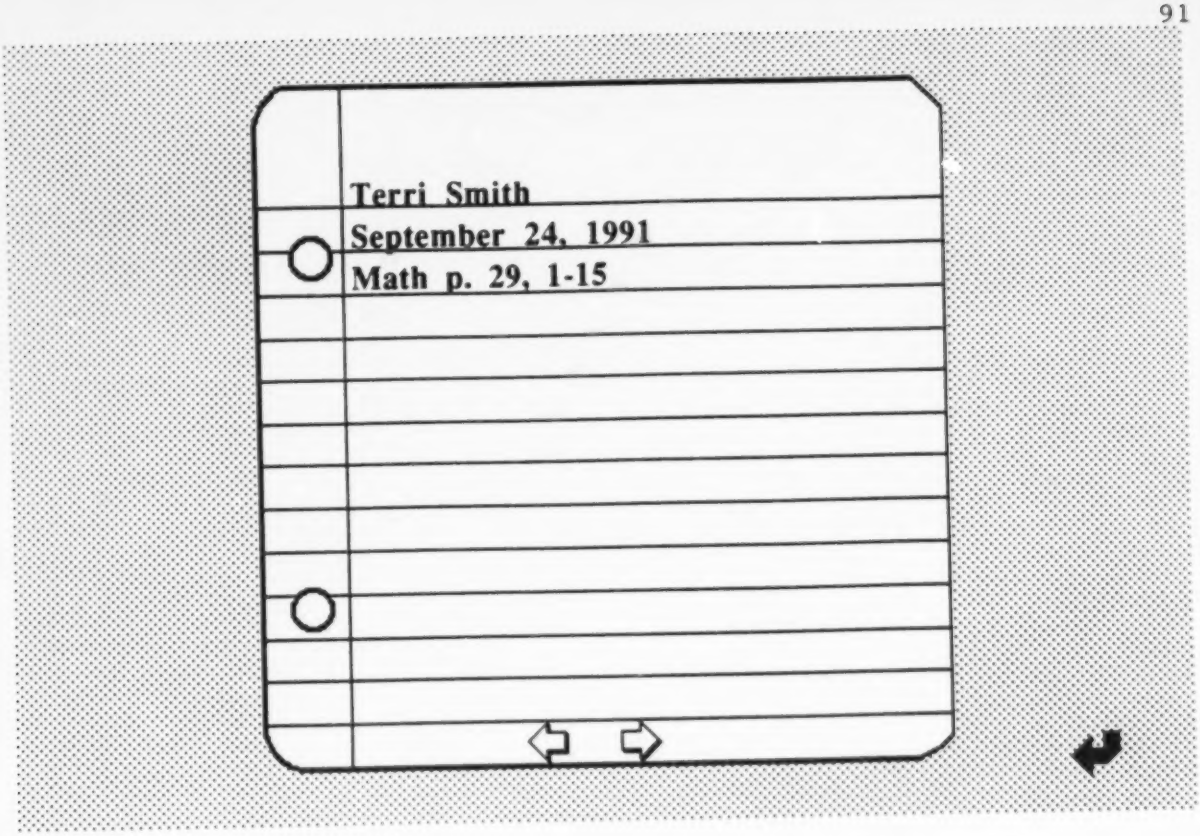


THROW ME AWAY AT THE BEGINNING OF THE MONTH WHEN YOUR TEACHER GIVES YOU A NEW CLAENDAR.




HOW TO
HEAD AN
ASSIGNMENT


First name Last name
Date
Subject, pages, problems


Terri Smith
September 24, 1991
Math p. 29, 1-15